Standards, Not Standardization: A Conceptual Framework for Differentiation of Learning Targets

Experts Down the Hall
October 29, 2012
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Coordinator
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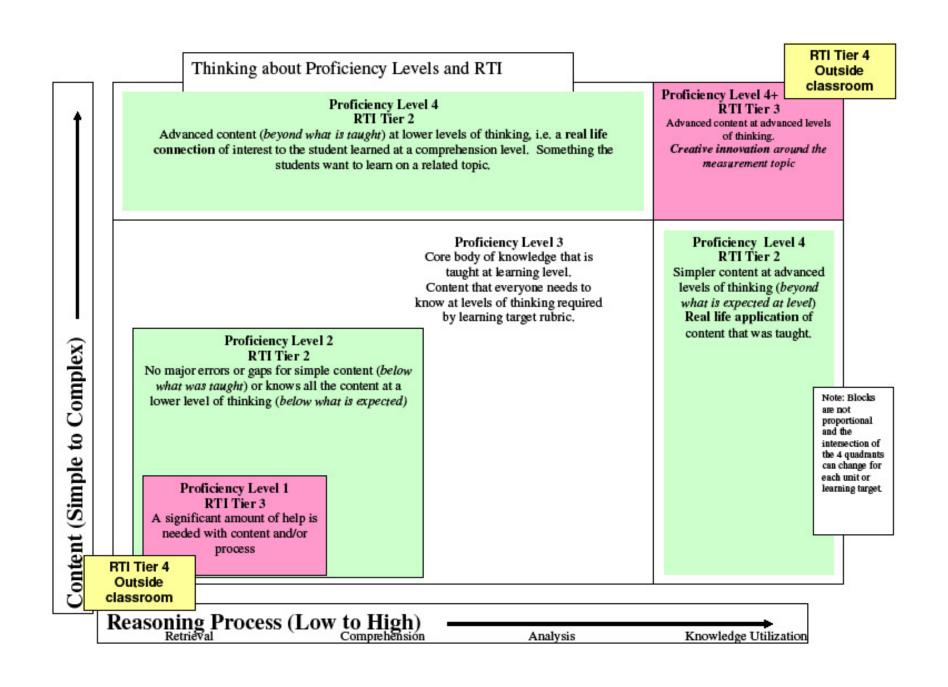
Goals of this session

- · Introductions...
- Briefly talk about standards (SCPBL)
- Measurement topics and learning targets from MCCL
- Explanation of the conceptual framework (Grid)

 ${\it CONTENT\ AREA:\ Social\ Studies} \qquad {\it STANDARD/STRAND:\ Geography}$

LEVEL: 4 MEASUREMENT TOPIC: Maps & Tools

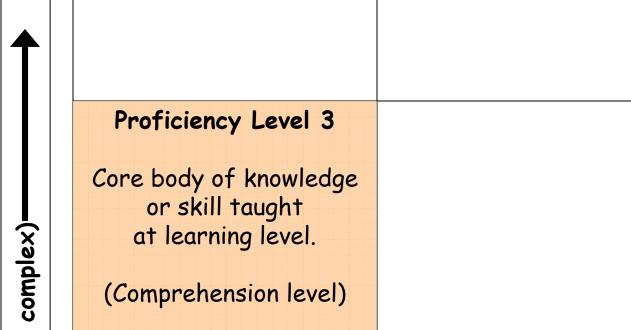
Proficienc	Learning Target	Taxonomy Level	Assessment Suggestions
y Level 4.0	In addition to the 3.0 knowledge, infers or applies		4.0
3.0	beyond what was taught No major errors or gaps in the following TARGETED, COMPLEX ideas and processes Understands the concept of geographic grid Understands longitude and latitude	COMPREHENSION (Symbolizing)	3.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to: Explain longitude and latitude in relation to a map Describe the relationship between longitude and latitude in the creation of a geographic grid Explain the ways in which a geographic grid is utilized in mapping. Describe the relationship between lines of latitude and longitude within a geographic grid. Illustrate how lines of longitude and latitude are utilized to find a location on a map.
2.0	No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes Knows the terms: scale, longitude, latitude, coordinate grids	RETRIEVAL (Recognizing/ Recalling)	2.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to: Can identify the scale, longitude, latitude and coordinate grids on a map Describe the geographic terms and what they mean in mapping. Demonstrate how the geographic terms are used on a map.
1.0	With helphas the 2.0 content		
0.0	Even with helpdoes not have the 2.0 content		

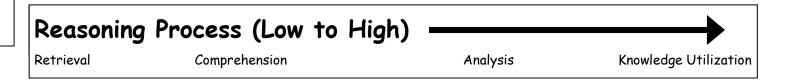




Consider the essential knowledge and skills for a particular unit or the measurement topic or learning targets

Reasoning Process (Low to High) Retrieval Analysis Comprehension Knowledge Utilization





Core body of knowledge or skill taught at learning level.

(Analysis Level)

Reasoning Process (Low to High)

Retrieval Comprehension

Analysis



Proficiency Level 2

Foundational Knowledge

No (few) gaps in content at a lower level of thinking (below what is expected at learning level). Core body of knowledge or skill taught at learning level.

Now consider what the Foundational Knowledge would be.

Reasoning Process (Low to High)

Retrieval

Comprehension

Analysis



Core body of knowledge or skill taught at learning level.

Proficiency Level 2 Foundational Knowledge

No major error or gaps for simplest content (below what is expected at this level) at the expected level of thinking.

Reasoning Process (Low to High)

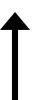
Retrieval

Comprehension

Analysis

Proficiency Level 4 Advanced content (beyond what was taught) at same levels of thinking. Real life connection Proficiency Level 3 Core body of knowledge or skill taught at learning level.





Core body of knowledge or skill taught at learning level.

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Real life application

Reasoning Process (Low to High)

Retrieval

Comprehension

Analysis

Advanced content (beyond what was taught) at lower levels of thinking.

Proficiency Level 3

Core body of knowledge or skill taught at learning level.

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Reasoning Process (Low to High)

Retrieval Comprehension

Analysis



Advanced content (beyond what was taught) at lower levels of thinking.

Proficiency Level 3

Core body of knowledge or skill taught at learning level.

Proficiency Level

Advanced content at advanced thinking levels

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Reasoning Process (Low to High)

Retrieval Comprehension

Analysis



Advanced content (beyond what was taught) at lower levels of thinking.

Proficiency Level

Advanced content at advanced thinking levels

Proficiency Level 3

Proficiency Level 2 Foundational Knowledge

No (few) gaps in content at a lower level of thinking (below what is expected at learning level).

Core body of knowledge or skill taught at learning level.

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Reasoning Process (Low to High)

Retrieval Comprehension

Analysis



Advanced content (beyond what was taught) at lower levels of thinking.

Proficiency Level

Advanced content at advanced thinking levels

Proficiency Level 3

Core body of knowledge or skill taught at learning level.

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Proficiency Level 2 Foundational Knowledge/Thinking Skill

No major error or gaps for simplest content (below what is expected at this level) at the expected level of thinking.

Reasoning Process (Low to High)

Retrieval Comprehension **Analysis**



Advanced content (beyond what was taught) at lower levels of thinking.

Proficiency Level

Advanced content at advanced thinking levels

Proficiency Level 3

Core body of knowledge or skill taught at learning level.

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Proficiency Level 2 Foundational Knowledge

No major error or gaps for simple content (below what was taught) or knows all content at a lower level of thinking (below what is expected at learning level).

Proficiency Level 1

A significant amount of help is needed with content and/or process.

Retrieval Comprehension **Analysis**

Knowledge Utilization

Reasoning Process (Low to High)

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0.0	Even with helpdoes not have the 2.0 content		

RTI in this Framework



Advanced content (beyond what was taught) at lower levels of thinking.

Proficiency Level

Advanced content at advanced thinking levels

Proficiency Level 3 Universal Tier 1

Core body of knowledge or skill taught at learning level.

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Proficiency Level 2 Foundational Knowledge

No major error or gaps for simple content (below what was taught) or knows all content at a lower level of thinking (below what is expected at learning level).

Proficiency Level 1

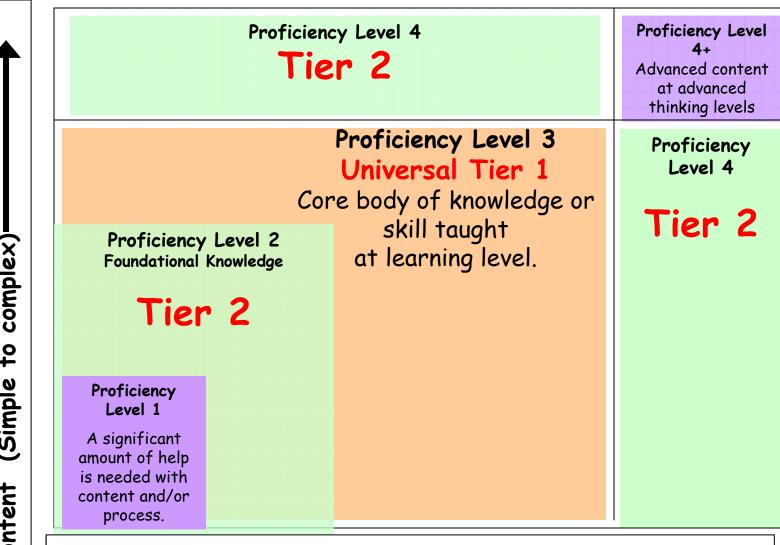
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Retrieval Comprehension **Analysis**

Knowledge Utilization

Reasoning Process (Low to High)

Retrieval



Analysis

Knowledge Utilization

Reasoning Process (Low to High)

Comprehension



Advanced content (beyond what was taught) at lower levels of thinking.

Proficiency Level 4+

RTI Tier 3

Proficiency Level 3

Core body of knowledge or skill taught

at learning level.

Proficiency Level 4

Simple content at advanced level of thinking (beyond what was expected at level)

Proficiency Level 2 Foundational Knowledge

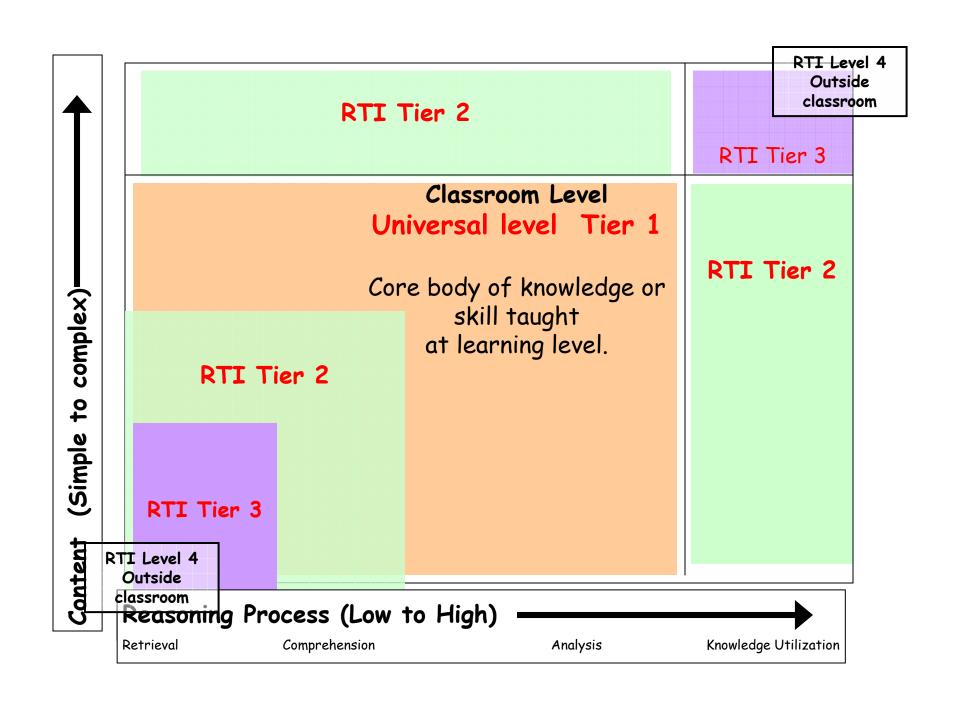
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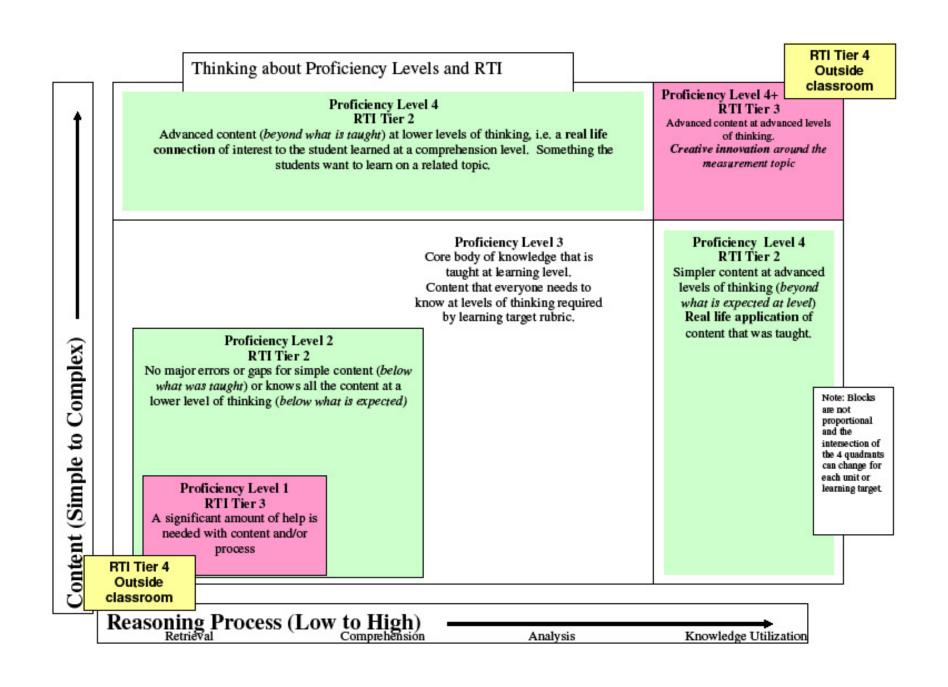
Proficiency Level 1

RTI Tier

Reasoning Process (Low to High)

Retrieval Comprehension **Analysis**





Questions?

Thanks for being here.